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PROGRAM

NEWS

U. S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

MAY-JUNE 1967

Nutrition Education Conference—1967

MARY M. HILL, Ed.D., *Nutritionist*, CONSUMER AND FOOD ECONOMICS RESEARCH DIVISION

The 1967 Nutrition Education Conference on "Effective Communications" was held at the Mayflower Hotel in Washington, D. C., Feb. 20-22. It was cosponsored by the U.S. Department of Agriculture through the Nutrition Programs Service unit of Agricultural Research Service and the Interagency Committee on Nutrition Education.

The purpose of the Conference was expressed in the question, "How can we make sound nutrition information acceptable enough that people will use it?"

The specific objective was to develop an awareness of the interrelationships among fundamental factors necessary to change eating habits. This involves identifying:

- Fundamental factors.
- Characteristics of the interrelationships.
- Desirable behavioral changes.

More than 250 people concerned with the nutritional health of America attended the Conference. They represented almost every one of the 50 States, as well as the Virgin Islands, Puerto Rico, and Canada. Among the Conference participants were scientists, educators, and representatives of public and private groups.

To communicate some of the flavor of the Conference as well as the content, we are including parts of the presentations. The complete Conference program is given on page 8.

THE CHALLENGE

In opening the Conference, Dr. George L. Mehren, Assistant Secretary of Agriculture, said:

"With the wealth of dedicated talent assembled here, I am confident that you will achieve your goal of making sound nutrition more widely acceptable so people will use it in everyday living."

He pointed out that the 1967 Conference followed in the tradition of four previous illustrious meetings:

The first—and now classic—National Nutrition Conference was called by President Franklin D. Roosevelt in 1941 to consider the nutritional status of a nation at war.

The second conference in 1952 convened to review progress in nutrition and determine ways of strengthening existing programs.

The 1957 and 1962 conferences were concerned with improving nutrition education, particularly for children.

From the beginning of these conferences, Dr. Mehren said, USDA has been aware that cooperation is needed in bringing nutrition information to all Americans. The fact that the 1967 Conference represented so many organizations indicates that we are still faced with a multi-dimensional job.

"We know much more about the science of nutrition now than we did in 1941, of course. But a great gap still exists between knowledge and practice. There are more Americans in 1967 than there were in 1941. Each generation must be taught anew the proper habits of nutrition as a guide for good health.

"In a country that has the best, most abundant, most varied, and cheapest supply of food in the world, you would think that everyone would be well or adequately nourished," Dr. Mehren continued.

Poverty, of course, is the great hazard to national nutritional health. But not all the malnutrition in our country is due to poverty. Poor food selection also contributes to malnutrition. Poor food choices are made because of ignorance, misinformation, and lack of appreciation of the relationship of good food to health and well-being. And to further complicate our job, the people who select poor diets are in all groups of the population. They are found at all ages and in all geographic areas. They come from varying cultural, ethnic, and economic levels.

Those who need help are not easy to identify or reach. No one approach will suffice.

Adequate level of nutrition

"We in the U.S. Department of Agriculture have a commitment that is far broader than the production and distribution of a large and nutritionally adequate supply of food. We must use this food to maintain an adequate level of nutrition among all segments of the Nation's population.

"We have a special commitment to see to it that this food is within the economic reach of vulnerable groups," Dr. Mehren said. He cited two programs for low-income families:

The Food Stamp Program, which makes it possible for low-income families to stretch their food buying power with the help of Federal funds. This program is growing rapidly. Associated with the Food Stamp Program is a nutrition education effort for participating families. This education campaign calls for a community-wide effort involving Federal, State, and local agencies to use available know-how and communications media to get across the basic nutrition story in a practical and effective manner.

The Commodity Donation Program, which involves direct distribution of foods acquired under price support and surplus removal programs. This is now reaching several million people. We are teaching participating families how to build a nutritious diet around the donated foods. A promising approach was developed in cooperation with OEO in Project HELP in Mississippi using homemakers' aides.

Dr. Mehren discussed the National School Lunch Program, with its 20 years of experience in improving the diets of our children. "About 19 million children are participating this year in a program that daily offers a good meal as well as a demonstration of good nutrition. However, participation in program schools is not as high as we would like," Dr. Mehren stated. "And there are far too many children who have no access at all to a food service at school. The schools with no food service are primarily the urban neighborhood elementary schools and isolated rural schools. Both need more help than we have been able to provide in the past."

Breakfast for children

"Now, under the Child Nutrition Act of 1966, our program has been expanded. We can provide assistance to needy schools in the purchase of equipment to initiate or expand food service; we can offer the States assistance in providing breakfast to children in low-income area schools and in those where children travel long distances. These are good breakfasts that meet a tested nutritional pattern and make a positive contribution to a child's health.

"We can also assist schools in providing lunches to pre-school children enrolled in school-sponsored programs," Dr. Mehren added.

President Lyndon B. Johnson has announced that he will propose legislation to further broaden our authority to reach needy children in group situations other than school.

Research—key to understanding

"The Department's continuing research provides basic information used by nutrition education specialists.

"From this research have come such useful reference materials as tables of food composition, food budgets at different cost levels, food selection guides, information on the food supply and food consumption in the United States, and other consumer materials," Dr. Mehren said.

He called research "the key to our understanding of human nutrition and its relationship to human health and lifespan." We have come a long way since Congress initiated the first federally-supported research in human nutrition in 1894 and USDA published the first food composition bulletin in 1896. The payoffs from relatively small original investments in research are almost impossible to calculate in terms of improved health and longer life.

"The problems we face now are increasingly difficult and demand greater effort in providing solutions.

"For example, we have biochemical measurements to determine an individual's nutritional status. But we lack precise knowledge of the relationship between varying levels of nutritional health and overall physical and mental performance," the USDA administrator explained.

"We do not know the range in amounts of nutrients that a normal individual can consume and still maintain good health and vitality. We need more exact knowledge of the kinds, amounts, and combinations of foods that will support the highest level of health.

"We are still largely unfamiliar with the food consumption habits of specialized population groups—such as the very young or the very old.

"And, of special concern to you," Dr. Mehren said, "we simply do not know with any degree of precision why people choose the foods they do, or how we can change poor habits of selection.

Educational task ahead

"The answers to these questions will eventually come. And when they do, the payoffs may be as great as any we have realized in the past."

Other Federal agencies as well as private organizations contribute significantly to nutrition education, he pointed out.

Recent legislation has permitted the initiation of new government programs and the expansion of others—Project Head Start, Medicare, and the programs of the Administration on Aging.

"Yet, even with these Federal programs, the day-to-day educational task must be done by people like you. It is you who must develop, adapt, and conduct the programs at the State and local levels. It is you who must prepare individuals to work effectively in nutrition education.

"Today, a great part of the challenge in nutrition education is to upgrade choices so that everyone will have an adequate diet. 'Effective Communication' can achieve this goal," Dr. Mehren concluded.

HIGHLIGHTS OF TALKS

Health today in the U.S.A.

Dr. Eugene H. Guthrie, Associate Surgeon General, pointed out that, on the average, our population of 195 million people is well cared for medically. Americans average a little more than four visits to a physician per year, plus one or more visits to a dentist. The truth is, however, that many people do not visit physicians or dentists at all.

The death rate in this country, after a long decline, has not changed significantly in 10 years, Dr. Guthrie said.

There is a definite link between poor health and low income. We still do not know whether people are sick because they are poor or poor because they are sick, Dr. Guthrie continued. Although the poor have greater need for health care, in general they receive fewer health services than people with higher incomes. The uneducated or poorly educated make up still another group receiving too little health care.

Chronic diseases.—The Associate Surgeon General described chronic diseases as the biggest obstacle to overall good health in this Nation today. We do not know what causes many of the chronic diseases, much less how to prevent or cure them. Lack of knowledge, public apathy and lack of information, poverty, and poor environment—all compound the problem of getting medical care to those who need it when and where they need it.

Regional medical programs provided by heart, cancer, and stroke legislation will help to narrow the gap between research findings and application, Dr. Guthrie predicted. Community health service legislation permits the expansion of vaccination assistance programs, the continuation of health services to the Nation's 1 million migrant workers, and the provision of more and better health services to the chronically ill and aged.

Public Health Service emphasis on prevention.—

"Prevention is the important word in the Public Health Service today," Dr. Guthrie said. "Through disease prevention programs, the threat of lost income and lessened productivity can be eliminated. The science of nutrition is a big part of prevention."

Role of the Food and Nutrition Board

Dr. C. Glen King, vice chairman, described the founding and achievements of the Food and Nutrition Board. It was organized in 1940 as a committee within the Division of Biology and Agriculture of the National Academy of Sciences—National Research Council to advise the Government—in broad terms—in the areas of foods and nutrition.

One of Dr. King's first experiences on the Board was to draft President Franklin D. Roosevelt's War Order No. 1, which established the bread and cereal enrichment program.

He went on to say that actions of the Board are based on studies and reports of highly qualified committees. Each report is thoroughly considered and discussed in an open meeting by Board members and liaison representatives from cooperating organizations. The Board then meets in executive session to make final decisions on the text and to recommend the channels of communication for action. Dr. King, the only member of the initial group who is still on the Board, believes the actions of the Board have been free of partisan and selfish interests.

'Recommended Dietary Allowances' published.—"Probably no one publication has had as much influence on national and international nutrition as the booklet on 'Recommended Dietary Allowances,' first prepared during the 1940's," Dr. King said.

At the end of World War II, the Board was authorized to continue its service in the public interest. Activities continue to be undertaken in response to evident public need. In most instances, scientists working in other institutions have guided inquiries toward the Board.

The official publications of the Board have a wide national and international distribution and have been of great value. Dr. King believes that benefits can be even greater through cooperation with science writers in the preparation of press and radio releases.

Getting nutrition information to the public.—These channels of public information reach the public promptly and accurately. In addition, they reach a great many scientists who have practically no contact with technical literature in nutrition. Dr. King recognizes the potential value of honestly educating the public about food and nutrition.

He believes that several million dollars annually should be spent for honest, high-quality press, radio, and television programs. Training of personnel for nutrition education work in developing countries would be one of the best investments that our government or private foundations could make, he stated.

Nutrition problems and practices

Education.—"The lack of a graded curriculum is the problem I see as our biggest obstacle to strengthening programs in the schools," said Miss M. Catherine Welsh, field representative in home economics for the Department of Health, Education, and Welfare.

She went on to say that sale of soft drinks, confections, and snacks in schools implies that schools endorse the development of unsound food habits. This practice tends to invalidate classroom teaching about nutrition.

There is no "instant" solution to either the problem or the practice. Some localities have made great strides in developing sound curriculum and improving food sales on campus. "However," Miss Welsh concluded, "for most of us the solutions to these problems remain in the future."

Agriculture.—Dr. Eloise Cofer, Assistant Director of the North Carolina Extension Service, said that food and nutrition education has been of major importance in the extension home economics programs over the years.

The symptoms of poor nutrition have changed, Dr. Cofer explained. But the problems of poor nutrition remain the same as those referred to by the late Franklin D. Roosevelt—the problems of people who do not have enough, do not know enough, or do not care enough.

Community health programs.—Miss Alice N. Sundberg, director of the Baltimore, Md., Health Department's Bureau of Public Nursing, showed that nutrition needs are related to health problems, environment, social-cultural patterns, and patterns of behavior. The public health nurse, with the consultation and assistance of the nutritionist, helps meet these needs in communities, particularly among the low-income group.

New Federal programs—such as the Maternity and Infant Care Projects of the Children's Bureau and the Food Stamp Program—are an asset in community health programs.

Community action programs.—Poor food selection appeared to be a real problem among the people with whom Mrs. Mary Schlick has worked. Mrs. Schlick is a home economics consultant for the National Committee on Household Employment.

She spoke of obesity among adult women. A related problem is the high proportion of children—from the

very young to teenagers—who select too many foods that contribute mainly calories, she explained.

Community action programs, therefore, must be geared to the group to be taught. By starting with established food habits, food practices can be upgraded.

Social and cultural determinants of food habits

People resist change—especially change that seems to threaten them. People also resist change that they do not understand or that seems to be imposed upon them. To accept change, people must first feel a need for it, Dr. Ralph Patrick of the Harvard University School of Public Health explained.

He then described a method of changing food habits. Before we can accomplish anything, he said, we must study the community as well as the individual. We must find out—

What are the beliefs? priorities? relative values?

What do people eat?

What do they think they should eat?

What do they like to eat?

To illustrate his points, he used a case study of Zulus on a reservation.

Problems in the communication of nutrition information

From his research, Dr. James Bayton, Howard University professor, has defined some of the criteria that people use in choosing or rejecting food. He called these a basic set of parameters. The parameters:

1. Nutrition parameters—body growth needs, general health needs, vitality and energy, energy "carry-through".

2. Economic parameters—price and value.

3. Sensory-aesthetic parameters—taste, aroma, and appearance; refreshment.

4. Personableness parameters—personality, appearance, general attractiveness; sex: vigorous, athletic, masculine men and attractive, trim, feminine women.

5. Appropriateness parameters (suited to personality or situation)—age, status or class, social setting.

6. Convenience parameters—availability, convenience in purchasing, storing, preparing, serving, and eating.

7. Health parameters—apprehensions about weight, heart conditions, contaminated environment, and allergies.

"Quality is not one of the basic measurements—it is secondary," Dr. Bayton explained. All parameters are not of equal importance to all consumers. One person may accept a food on the basis of nutritive value, sensory-

aesthetic parameters and personableness while another will be guided by health fears and price.

The nutrition educator who knows the parameters that influence choices can base nutrition teaching on the modification of these motivations.

Use of communication media to influence change

Miss Gwen Lam, vice president of Glick and Lorwin, Inc., urged nutritionists to review and evaluate their use of communication media. "You must make wise use of all media in reaching the public to upgrade diets," she said.

Magazines.—Miss Madge Myers, nutrition instructor at the Harvard University School of Public Health, discussed ways to use magazines as a means of communicating nutrition information. She listed the following pointers:

Take time to think about the reader.

Be bold—the goal is clarity.

Do not overestimate the reader's knowledge—use simple everyday language.

Do not underestimate the reader's intelligence—condescension is as bad as overestimation.

Heed the advice of experts in writing for the public.

Take time to rewrite, rephrase, and delete.

Follow the formula for acquiring good literary style—make time to read and to write.

Newspapers.—Ida Jean Kain, syndicated newspaper columnist, said science writers, food editors, columnists, and medical doctors who write health columns are always eager for news on health and food. But good nutrition and eating habits are not news—people have been eating all their lives. They want to read about irresistible food to serve the family and impress their friends.

The purpose of communication is to get into another person's mind—to do this you have to stimulate his interest. People do not want to be informed—certainly not reformed—but they yearn to be inspired. The approach must be positive and promising. It must be specific rather than general.

Miss Kain suggested creation of a clearing house where the public can get authentic, specific information about nutrition. The public is receptive today—people are seeking reliable nutrition information, she explained.

Radio.—Radio is personal, and an excellent way to sell ideas to people. Advertising has shown this to be

true. Radio broadcasts on nutrition should present broad ideas—not specific statistical details, said Jack Towers of the U.S. Department of Agriculture.

A radio story must be told in the language of the listener. If the experts in radio are consulted, they will help plan ways to tell a food-and-nutrition story to the public. Radio can be an effective means of reaching the people who need to upgrade diets, Mr. Towers declared.

Television.—Television is another effective means for reaching large groups, from preschool youngsters to senior citizens. Layne Beaty, chief of USDA's radio and television, believes that each appeal needs to be directed to a specific age group. Children like to see children; teenagers are more likely to be impressed by other teenagers; adults can more easily identify with people of their own generation.

Professional producers, artists, and actors should be hired if funds can be made available, Mr. Beaty said. One-minute or 20-second spots may be just as effective as half- or quarter-hour programs. Because television viewers are not captive audiences, opening material must be attention getting, Mr. Beaty emphasized.

CURRENT EFFORTS IN COMMUNICATION

Development of basic concepts

Dr. Ruth M. Leverton, Assistant Deputy Administrator of Agricultural Research Service, recalled that the 1962 Conference recommended that basic concepts of nutrition be formulated in language everyone could understand and use. She continued, "This is not to say that we have not had some basic concepts of nutrition—we entered this century with Langworthy's 'Laws of Nutrition.' Subsequent research expanded and extended these concepts, which in turn were springboards for further research and knowledge."

Nutrition concepts formulated on research.—The Interagency Committee on Nutrition Education (ICNE) appointed a subcommittee to formulate the concepts. The subcommittee recognized that concepts are the "meanings" that direct a person's responses and decisions. It formulated broad research-based statements related to making decisions about food that would promote a desirable level of health and growth. Dr. Leverton pointed out that the committee wanted to insure that the meaning would not be changed when the concepts reached the public, so these concepts were expressed in lay language. Listed on page 6 are the concepts that summarize nutrition knowledge now applicable to food for people for health.

Concepts of nutrition are as dynamic as the research findings on which they are based, Dr. Leverton asserted.

Review.—The USDA nutritionist then pointed out that, like the recommended dietary allowances and the food guide, concepts must be reviewed from time to time. They may require some expansion, revision, or change in emphasis to keep the interpretation of research sound. But like the definition of nutrition given by Lusk 50 years ago, these basic concepts of nutrition for nutrition education can remain useful and dynamic during the decades ahead, Dr. Leverton added.

Basic Concepts for Nutrition Education

1. Nutrition is the food you eat and how the body uses it.

We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.

2. Food is made up of different nutrients needed for growth and health.

All nutrients needed by the body are available through food.

Many kinds and combinations of food can lead to a well-balanced diet.

No food, by itself, has all the nutrients needed for full growth and health.

Each nutrient has specific uses in the body.

Most nutrients do their best work in the body when teamed with other nutrients.

3. All persons, throughout life, have need for the same nutrients, but in varying amounts.

The amounts of nutrients needed are influenced by age, sex, size, activity, and state of health.

Suggestions for the kinds and amounts of food needed are made by trained scientists.

4. The way food is handled influences the amount of nutrients in food, its safety, appearance, and taste.

Handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.

Using the basic concepts

In-service training for nurses.—Nutritionists with the Indiana State Department of Health have used the concepts in planning in-service training of public health nurses, Mrs. Joyce Myers, nutrition consultant, said.

The concepts were not taught per se; basic information was presented to build the overall thought suggested by each concept. The concepts were a starting point for determining the objective of individual lesson plans and served as a guide in the development of content and learn-

ing experiences for the classes. They also provided a measuring stick for evaluating the entire series.

The nutritionists report that the nurses have accepted and are using these basic ideas in daily programs. The concepts are continuing to serve as a guide and measuring device for the preparation and presentation of nutrition information.

Mrs. Myers observed that when the nurses gained increased confidence in using nutrition facts, they accepted more responsibility for helping or obtaining help for families with nutrition problems. These same families have been overlooked before. This new knowledge of nutrition has also served as an impetus in sparking the nurses' interest in their own food needs and in those of their families.

Nutrition for homemakers using Food Stamps.—The concepts were used to develop six illustrated lessons for homemakers participating in the Food Stamp Program in three Tennessee counties, Miss Nazza Noble, nutritionist with the Tennessee Extension Service, stated.

The concepts have been valuable in helping to organize information into a meaningful whole.

Each concept was incorporated in each lesson by repeating the ideas of the relationship of food to health—that there are many choices in each food group, that individuals need the same nutrients but in varying amounts, and that food must be handled and stored correctly to retain its food value. "To keep these simply stated ideas in front of the teachers at all times is an invaluable asset in developing nutrition programs and materials," Miss Noble declared.

The concepts have also been valuable in showing how these important ideas can be strengthened by repeating the same idea in different situations. For example, nutritionists demonstrate what constitutes a serving of various foods; then they build on this idea to develop understanding of the amount of food needed for a meal.

The concepts put the various aspects of nutrition into a logical perspective. Nutritionists have agreed for many years on the usefulness of the four food groups. These have too often been used as "the lesson in nutrition." The concepts strengthen the use of the four food groups by giving a reason for using them.

New opportunities for communication

Since the 1962 Conference, Federal agencies have developed many new programs with nutritional components. These provide opportunities for communication with many publics. Representatives from the following agencies discussed their programs briefly:

Federal Extension Service.—Training of nonprofessional aides to go into homes and teach women better ways of feeding their families.

Public Health Service.—Children's Bureau: Comprehensive maternity and infant care projects; projects for comprehensive health services for children and youth; day-time programs for young children. Division of Medical Care Administration: Medicare.

Consumer and Marketing Service.—Child Nutrition Act (School Lunch and Breakfast programs); Food Stamp Program.

Office of Education.—Nutrition programs under the Elementary and Secondary School Act, the Vocational Education Act, and the Adult Education Act.

Office of Economic Opportunity.—Project Head Start.

HOW FAR HAVE WE COME?

"We have come a long way in the field of nutrition because research has broadened our knowledge," said Dr. Hazel K. Steibeling, formerly Deputy Administrator of the Agricultural Research Service, USDA. She pointed out that America has available a plentiful, varied, and relatively inexpensive food supply. This is the material base for all nutrition, she declared.

Today we have thousands of nutritionists qualified to serve in many capacities—in schools, in adult education, in hospitals and clinics, in welfare agencies, in food industries, in government—at home and abroad. To bring us to where we are nutritionally, it took:

Dedicated and well-prepared teachers in colleges, universities, and medical schools.

Good libraries with reference books and technical journals as well as textbooks.

Well-equipped laboratories and dedicated research workers.

Although we have come a long way in preparing nutrition leaders, the number is still too small, Dr. Steibeling continued.

Within the field of nutrition, there is much to be done. Sound and effective nutrition education requires continuous advances in the sciences—behavioral as well as biological sciences—to make the foundation of our teaching secure. This is the task of research.

"The interpretation of research results for use by educators requires special skill," Dr. Steibeling stressed. This is a responsibility to be shared by research workers and experienced leadership, such as can be mobilized by the National Academy of Sciences—National Research Council.

The story of nutrition must be presented in such a way that the many publics in our society will act. "This is a special task for an elite group such as you represent," she told the Conference. "You collectively know the features of our many publics—differentiated as they are by age, economics, and social and intellectual structures. You are experienced in the effective use of communication—face-to-face dialogue, TV, radio, posters, cartoons, books, magazines, and newspapers. You work in various agencies and your emphases may differ, but your goal is one."

Nutrition education for every child

Dr. Steibeling asked, "What would it mean to progress in nutrition in this country during the next 25 years if we should decide today to bring our combined resources to bear on some one urgent national need? What if we should concentrate on providing systematic nutrition learning—the best that can be planned—for every child throughout his school years?"

"Teachers alone cannot do it now," Dr. Steibeling said. "They need additional background knowledge of subject matter and method.

"Teacher-training institutions cannot do it now. They need qualified teachers to teach the teachers.

"School administrators cannot do it now. Nutrition education costs money and takes time.

"But we shall get the money, the time, the qualified personnel, and we shall do what needs to be done to bring the promise of the nutritional sciences into fulfillment. *This will come only when the public accepts nutrition education as being as basic a part of total education as language arts and mathematics.*

New image for nutrition

"No single group of nutrition workers can create a new image for nutrition. We must work together to do the job as well as win support for it," Dr. Steibeling emphasized.

"Can we do it? It is for you to decide.

"What a history-making event this 1967 Conference would be if a plan for action and then *the will to act* stemmed from our being together this week!" Dr. Steibeling challenged the participants.

MORE ON CONFERENCE

In this issue of NUTRITION PROGRAM NEWS we have summarized the program—a miniature proceeding so to speak.

In the next issue, we will present an analysis of pre-convention questionnaires, a report on small group discussions, and highlights of the participants' evaluation of the Nutrition Education Conference.

1967 NUTRITION EDUCATION CONFERENCE PROGRAM

Opening Session, Feb. 20

Presiding: Evelyn B. Spindler, Ph.D., Chairman, Interagency Committee on Nutrition Education
Welcome—George L. Mehren, Ph.D., Assistant Secretary of Agriculture, USDA
Plans for the Conference—Mary M. Hill, Ed.D., Cochairman, Conference Committee
Health Today in the U.S.A.—Eugene H. Guthrie, M.D., Associate Surgeon General, Public Health Service, DHEW

General Session, Feb. 20

Presiding: Mrs. Irene Wolgamot, Assistant to the Director, Consumer and Food Economics Research Division, Agricultural Research Service, USDA
The Role of the Food and Nutrition Board in Formulating the Scientific Basis for Nutrition Practices—C. Glen King, Ph.D., Vice Chairman, Food and Nutrition Board, National Academy of Sciences
Panel: Nutrition Problems and Practices as We See Them Education—M. Catherine Welsh, Field Representative, Home Economics, DHEW
Agriculture—Eloise Cofer, Ph.D., Assistant Director, Cooperative Extension Service, North Carolina State University
Community Health—Alice N. Sundberg, Director, Bureau Public Health Nursing, Baltimore City Health Department
Community Action—Mrs. Mary Schlick, Home Economics Consultant, National Committee on Household Employment
Social and Cultural Determinants of Food Habits—Ralph Patrick, Ph.D., Harvard University School of Public Health

General Session, Feb. 21

Presiding: Dorothy Bovee, Food and Nutrition Consultant, American National Red Cross
Problems in Communicating Nutrition—James Bayton, Ph.D., Department of Psychology, Howard University
Panel: Use of Communication Media to Influence Change Leader: Gwen Lam, Vice President, Glick and Lorwin, Inc.
Magazines—Madge Myers, Instructor in Nutrition, Harvard University School of Public Health

Newspapers—Ida Jean Kain, Newspaper Columnist, King Features Syndicate

Radio—Jack Towers, Supervisor, Radio Production, Office of Information, USDA

Television—Layne Beaty, Chief, Radio and Television Service, Office of Information, USDA

Orientation to discussion group sessions, Margaret Alexander, Ph.D., Program Specialist, Office of Education, DHEW

General Session, Feb. 22

Presiding: Gretchen E. Collins, Nutrition Consultant, Heart Disease Control Program, National Center for Chronic Disease Control, PHS

Symposium: Current Efforts in Communication
Development of Basic Concepts—Ruth M. Leverton, Ph.D., Assistant Deputy Administrator, Agricultural Research Service, USDA

Using the Basic Concepts of Nutrition

In-service Training for Nurses—Mrs. Joyce Myers, District Nutrition Consultant, Indiana State Board of Health

Working with Food Stamp Recipients—Nazza Noble, Nutrition Specialist, Cooperative Extension Service, University of Tennessee

New Opportunities for Communication

Federal Extension Service—Evelyn B. Spindler, Ph.D., Extension Nutritionist, Federal Extension Service, USDA

Public Health—Mrs. Helen Hille, Institution Nutrition Consultant, Children's Bureau, DHEW, and Geraldine M. Piper, Nutrition Consultant, Home Health and Related Services, Division of Medical Care Administration, PHS

Consumer and Marketing Service—Mrs. Bertha F. Olsen, Chief, Technical Services Branch, School Lunch Division, Consumer and Marketing Service, USDA

Office of Education—Berenice Mallory, Ph.D., Chief, Home Economics Education, Office of Education, DHEW

Office of Economic Opportunity—Sue Sadow, Nutrition Consultant, Project Head Start, OEO

Closing Session, Feb. 22

Presiding: Bertlyn Bosley, Ph.D., Cochairman, Conference Committee

How Far Have We Come?—Hazel K. Stiebeling, Ph.D., formerly Deputy Administrator, Agricultural Research Service, USDA